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ABSTRACT

This document summarizes a study examining perceptions of supervision by teachers in small, isolated Alaskan schools. The study was conducted to provide information for improving rural teacher supervision, for assisting teacher development, and for improving teacher-supervisor relationships. The study, based on a mail survey that gathered 156 usable returns, suggests that many rural Alaska teachers favor introducing more supervisory practices recommended by educational literature. Profiles were developed to summarize differences in teachers' perceptions of supervisory needs in various-sized schools. The largest discrepancies are in perception of the need for greater teacher participation in determining their evaluation criteria, provision of demonstration lessons, opportunities to observe other teachers, and greater participation in planning inservice programs. Teachers, especially the newest and those most experienced, reported a need for more information concerning professional development opportunities. Teachers desire more participation in school-operation decisions, including budget planning. Teachers perceive the need for more collegial teacher-supervisor relationships. The problem of conflicting roles of the supervisor as teacher-helper and as evaluator needs more discussion by supervisors. Few respondents named their supervisor as a main motivator for new teaching techniques. One-third of the teachers named dissatisfaction with administration as reason for leaving a previous teaching position. Interpersonal relations skills were named as the most important supervisory strength. Recommendations based on teachers' perceptions are offered. This report contains approximately 110 references. (TES)

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PERCEPTIONS OF TEACHERS IN SMALL, ISOLATED ALASKAN SCHOOLS REGARDING SUPERVISION RECEIVED COMPARED TO SUPERVISION PREFERRED

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ABSTRACT

Taylor, Dorothea M., Ed.D., June 1986 Education

Perceptions of Teachers in Small, Isolated Alaskan Schools Regarding Supervision Received Compared to Supervision Preferred

Chairperson: Doris Simonis, Ph.D. DS

This study of perceptions of teachers in small, isolated Alaskan schools regarding supervision received compared to that which they prefer, or which research has found necessary for effective schooling, was conducted to provide information which can be used to improve rural teacher supervision, assist teachers to develop professionally, and improve the teacher-supervisor relationship.

A mail questionnaire sent to a stratified regional sample of one third of Alaska's bush school teachers (209) provided data for descriptive statistics concerning item responses (156 usable returns). Sign tests performed on items representing supervisory practices for effective schooling suggest that many teachers prefer to experience more often all 29 practices, confirming preference for supervisory practices recommended in educational literature to be applied to Alaska's bush teachers.

Chi-square tests showed the greatest number of relationships between responses and the number of fulltime teachers in the school (school size), followed by respondents' gender, by total years of Alaskan teaching, and, finally, by total teaching experience. Profiles were developed which summarize differences in teachers' perceptions of supervisory needs in various sized schools.

The largest discrepancies regard need for greater participation in determining teachers' evaluation criteria, provision of demonstration lessons and of opportunities to observe other teachers teaching, and greater participation in planning inservice programs. Teachers, especially the newest, and those most experienced, reported a need for information concerning professional development opportunities. Teachers desire more participation in decision-making concerning school operation, including budget planning.

Conflicting roles of the supervisor as teacher-helper and as evaluator for purposes of retention and promotion need discussion by supervisors considerably more than occurs. Teachers perceive needs for a considerably more collegial teacher-supervisor relationship than exists, and they desire supervisory assistance in procuring current professional literature and encouragement to read it.

Few respondents named their supervisor a main motivator to try new teaching techniques. One third of the teachers named poor administration or dissatisfaction with the supervisor as reason(s) for leaving a previous teaching position. Interpersonal relations skills were named as the most important supervisory strength.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Educational literature has established two main purposes for teacher supervision: to improve instruction and to promote professional growth of teachers. Research suggests that the supervisor closest to the teacher is the most important and that teachers' perceptions of supervision determine its effectiveness. Therefore, this study of the perceptions of teachers in small, isolated Alaskan schools regarding the supervision they receive from their primary supervisor compared to that which they prefer or which research has shown to be necessary in order to achieve the most effective schooling possible was undertaken in order to provide additional information which can be used to improve teacher supervision and the teacher-supervisor relationship.

Need for the Study

No rural educational data bank exists though approximately one third of the nation's school students live in rural areas. Alaska's bush schools are dispersed over an area approximately equal to one fifth the area of the other 49 states combined. In addition, most teachers and their primary supervisors in Alaskan bush schools are ethnically different from their students; many of them are relatively inexperienced not only with Alaska and the culture of the village in which they work but also are relatively inexperienced as teachers and

supervisors compared to those found elsewhere. Alaska has experienced the highest turnover rate of rural teachers and supervisors in the nation since records were established.

Purpose of the Study

The purpose of this study was

1. To identify the perceptions of teachers in Alaska's small, isolated schools (list in Appendix A) concerning supervision they receive as well as that which they prefer, or which research has found to be necessary for effective schooling to take place.
2. To compare the teachers' perceptions regarding the supervision they receive with the supervision they prefer, or which research has found necessary for effective schooling to take place, in order to indicate where discrepancies exist.
3. To analyze the areas of discrepancy in order to make recommendations possible which could lead to improved supervision in small, isolated schools.
4. To look for possible relationships between demographic variables total teaching experience, total Alaskan teaching experience, level of professional education, age, and sex) and teachers' perceptions of supervision.

Questions the Study Seeks to Answer

1. Do teachers in small, isolated schools perceive that they are receiving the supervision they need, or desire, from their primary supervisor?
2. Are the supervisory practices which these teachers perceive as necessary in agreement with those which research on urban teacher supervision has found necessary for effective schooling to take place?

3. With what professional problems do teachers feel most in need of assistance?

4. With what personal problems do teachers feel most in need of assistance?

5. To what extent do teachers receive supervisory assistance in understanding the village in which they teach?

6. To what extent are teachers encouraged by supervisors to participate in the life of the village in which they teach?

7. To what extent do teachers feel they have adequate input into the operation of the school in which they teach?

8. To what extent are teachers assisted by supervisors in professional development and growth?

9. Is the number of years of teaching experience related to teachers' perceptions of supervision?

10. Does the number of years of teaching experience in Alaskan schools affect the teachers' perceptions of supervision?

11. Does the amount of professional preservice preparation affect teachers' perceptions of supervision?

12. Does teachers' age affect perceptions of supervision?

13. Does teachers' gender differences affect perceptions of supervision?

14. Does school size affect teachers' perceptions of supervision?

Review of the Literature

Recent studies of supervisory practices in rural schools are rare; therefore, an extensive review of the literature was conducted in order that the researcher might better understand the complex nature of supervision and the teacher-supervisor relationship. The review included summaries of theories and research concerning supervisory behavior which appear to promote effective schooling. Literature recognizing the relatedness of cooperation, perception, and communication to theory and practice in supervision was also

included in order to identify those practices and teachers' perceptions of them which are important aspects of effective schooling in order to base the survey questions for the participants in the study solidly on educational theory and recent research findings.

Methods of studying the problem

Computer searches were conducted to locate appropriate literature. A working definition of small, isolated bush schools was developed and a list of such schools was compiled. Personal interviews were conducted with Alaskan teachers to gather information for the questionnaire.

Correspondence with experts regarding questionnaire design and development and correspondence and/or interviews with experts in the field of rural teacher supervision prefaced/accompanied the development of the questionnaire to gather information regarding teacher perceptions of actual and preferred supervision, or that found by research to be necessary for effective schooling to take place. Specific demographic items were included to collect information concerning the respondents themselves. Tests to be used in the analysis were decided upon under the guidance of a statistician. Cover letters and follow-up correspondence were developed.

Review of the questionnaire and cover letter by experts in the areas of questionnaire design and development and of teacher supervision as a check on content validity and format was then conducted.

Pretesting of the questionnaire by personally administering it to four teachers in Alaskan bush schools was then done. The interviews were tape recorded so that answers and comments could be reviewed for problematic items that could be deleted or clarified in the final instrument.

A procedure was devised for handling the completed questionnaires in order to assure confidentiality of the respondents, and the population sample was determined. The questionnaires were then produced, mailed, received, coded, tabulated, and the responses were analyzed, using the Statistical Package for the Social Sciences (SPSSx).

The Population and Sample

The population under investigation was the 621 teachers who actually were teaching in Alaska's 181 bush schools during the 1983-84 school year. By definition, each of these schools enrolled fewer than 75 students. An additional requirement was that each school be situated in a village which was not served by a highway leading to an urban center, or which had topography and/or other factors making contact with a major city infrequent, sporadic, or generally impractical.

A stratified regional random sampling procedure was used to identify the 209 teachers who were asked to complete the questionnaire.

Method of Analyzing the Data

The following methods were used to analyze the data:

1. Frequencies and percentages to determine current and preferred supervisory practices.

2. Sign tests performed on 29 items concerning supervisory practices to determine whether significant relationships exist between actual and preferred practices.

3. Comparison of subgroup responses, using the Chi-square Test of Association.

SUMMARY

One hundred fifty-six of the 209 questionnaires mailed to one third of the teachers in Alaska's small, isolated schools provided the data for this study of the perceptions of these teachers regarding the supervision they receive compared to that which they prefer, or need. Nineteen regions which were similar geographically, economically, and culturally were formed which contain the 181 Alaskan bush schools which fit the study categories of size and isolation.

Regions and Schools

The schools studied most frequently had a fulltime teaching staff of 5 to 7 teachers, with more of these schools found in Region 11 (Lower Kuskokwim) than in any other region. More of the smallest schools were found in Region 16 (Southeast Islands, Hydaburg, Klawock) than were found elsewhere; more of the largest schools were found in Region 15 (Northwest Arctic) than were found in other regions.

The largest major ethnic student group predominating in the schools studied was Eskimo (49%), with the White group (17%) less than 1% larger than each of the Aleut and Indian groups, which were identical in size.

Schools with primarily Eskimo students most often reported 5 or more fulltime teachers, while the smallest schools are apt to have primarily White students. Aleut students, however, were found most often in the smallest and the largest schools, while Indian students were more often found in schools having 8 to 11 fulltime teachers than in schools of any other size.

The most frequently reported professional title of the respondents' primary supervisor was Head Teacher, indicating that 42% of the schools studied had more than 1 teacher but were not large enough to require the services of a fulltime prinicipal. Principal was the title of the primary supervisor in 36% of the schools studied, meaning that those schools had a fulltime principal and usually were larger than those supervised by a Head Teacher. Superintendent was named 15% of the time, usually meaning that these were the largest or smallest schools.

Teacher Profile

Evenly distributed in regard to gender, the typical Alaskan bush teacher was about 33 years old, with credits beyond a Bachelor degree. However, as their total teaching years increase, teachers usually advance their professional education as well.

The majority (65%) of the teachers hold an Elementary School certificate; nearly half (49%) have a Secondary School certificate, and about one third have both. Teachers in 1 to 4 teacher schools are more likely to have Elementary School certification than are teachers in larger schools; however, teachers in schools having more than 4 fulltime teachers more often have Secondary School

certificates than do those in smaller schools. Special Education certification was most often found in 2-teacher schools and in schools with 8 to 11 fulltime teachers.

One third of both male and female teachers reportedly hold more than 1 teaching certificate. Though more female teachers are certified in Elementary School Education (79% vs. 51%), more male teachers hold Secondary School certificates (70% vs. 28%); more women than men hold Special Education certificates (22% vs. 8%), and women reported Special Education as their main subject area twice as often as men did. Considerably more women identified Elementary School Education as their main subject area than did men teachers (46% vs. 31%).

Sixty-nine percent of the respondents reported teaching primarily in their area(s) of teacher certification. Men, however, reported teaching outside their area of certification considerably more often than did women teachers (70% vs. 19%).

Classroom Teacher was the professional title claimed by 82% of the respondents. Teachers reporting fewer than 10 total years of teaching more often reported their title as Classroom Teacher than did those who have taught longer. Most of the teachers in schools with a staff of more than 1 fulltime teacher identified their professional title as Classroom Teacher. Most of the teachers in 1-teacher schools reported their professional title to be Principal-Teacher; all Principal-Teachers reported at least 5 years of teaching experience, and most had taught more than 9 years. Most of the Principal-Teachers had taught in Alaska more than 7 years.

All Head Teachers reported 5 or more total years, and no Head Teacher reported fewer than 3 years or more than 7 years of Alaskan teaching. All Special Education Teachers reported fewer than 14 years of teaching and were found in schools with 3 or more fulltime teachers. No Special Education Teacher had taught in Alaska more than 7 years.

Ninety-eight percent of the teachers indicated that they taught students in more than a single grade. The class responsibility most often named was Grade 9 (60%), with Grade 10 (59%) a close second; however, when asked to identify the main subject area in which they teach, more respondents identified themselves as elementary school teachers of all subjects (39%) than made any other response. Women teachers more often taught Kindergarten through Grade 4 than did men teachers, who more more often taught grades 8 through 12. As fulltime teaching staffs increase, the variety of grades for each teacher decreases.

The typical bush school teacher has taught an average (median) of 7 years, with 4 of those years in Alaskan schools. More than three fourths have taught 3 or fewer years in their current school which, on the average, tends to be their third school. Older teachers have taught more years in Alaska than younger teachers. Also, total years of teaching in Alaska is highly, positively associated with total years of teaching. As total teaching years increase, and as teachers gain experience in Alaskan schools, they are apt to teach more years in their present school; however, they also are more likely to teach in an increasingly larger number of schools.

Teachers who had taught the most years are found in 1-teacher schools, most of whom had taught 10 years or more. Teachers in all but the smallest and largest schools reported fewer than 8 total teaching years; all of those in schools having 14 to 17 fulltime teachers reported 3 to 14 years.

As one would expect, as teachers age, their total years of teaching usually increase. However, more than half (58%) of the teachers studied were 26 to 35 years old.

Poor administration (22%), poor salary (18%), and dissatisfaction with the supervisor (12%) were the biggest reasons claimed by the respondents for leaving a previous teaching position. Furthermore, their main motivators to try new teaching techniques consist of themselves (48%), their students (43%), and/or other teachers (32%), rather than supervisors (7%). Female teachers more often named other teachers, professional literature, courses, and others as their main motivators to try new teaching techniques than did male teachers. However, male teachers more often named students, themselves, or their spouse more often than did women teachers.

Supervisor and Supervisory Practices

Sign tests were performed on a list of 29 items shown by recent educational literature to be important aspects of teacher supervision. Results suggest that many teachers prefer to experience more often all 29 supervisory practices, confirming the preference for supervisory practices recommended in the educational literature to be applied to teachers in small, isolated schools in Alaska.

Conflicting Roles of Supervisor

Sixty-eight percent of the respondents reported that their supervisors never or seldom discuss their conflicting roles of supervisor and evaluator, while 39% prefer this often or always be done, and 38% prefer such discussion occasionally. A majority of the teachers in each total years of teaching category reported that the conflicting roles of the supervisor as teacher helper and teacher evaluator are never or seldom discussed; all of the first year teachers said this.

Motivation to Try New Teaching Techniques

Though 59% of the respondents prefer that their supervisor often or always motivates them to try new teaching procedures, only 29% indicated that this often or always occurs; 43% said their supervisor never or seldom motivates them to try new teaching techniques.

Opportunities to Observe Other Teachers

Though 63% of the respondents indicated that they never or seldom have opportunities to observe other teachers teaching, 52% prefer such opportunities often or always. Teachers reporting 7 or fewer years of Alaskan teaching prefer more opportunities to observe other teachers teaching than those who have taught in Alaska for a longer time. Women prefer to have opportunities to observe other teachers teaching considerably more often than men do.

Demonstration Lessons

Eighty-nine percent of the teachers reported that their supervisor never or seldom provides demonstration lessons for their

observation, compared to 27% who prefer this often or always be done, and 41% who prefer occasional demonstration lessons.

Lesson Plans

A majority of the teachers in each stage of teaching experience except for the first year teachers prefer that their supervisor never or seldom helps them to plan lessons or units. Ninety percent of the teachers indicated that their supervisor never or seldom helps them with lesson planning. However, 39% of the teachers prefer occasional supervisor assistance. Sixty-nine percent of the teachers reported that their supervisor never or seldom discusses their lesson plans with them; 34% prefer that this never or seldom be done.

Current Professional Literature

Sixty-five percent of the respondents prefer that their supervisor often or always encourages the reading of up-to-date professional literature; 42% said it happens often or always, but 44% reported that this never or seldom happens.

Professional Development Opportunities

Generally, as teachers gain teaching experience, they are increasingly likely to report that they are provided with information concerning professional development opportunities. Eighty percent of the respondents prefer that their supervisor often or always informs them of professional development opportunities, but only 40% indicated this occurs often or always. Thirty-nine percent indicated that they are never or seldom informed of professional development opportunities by their supervisor. Both the teachers who had taught

in Alaska the longest and those who were newest to the state reported receiving considerably less information concerning professional development opportunities than did other teachers.

Supervisory Assistance to Understand Students

While 45% of the teachers prefer supervisory assistance often or always to understand their students, only 20% indicated receiving this much help. Fifty-one percent indicated that their supervisor never or seldom helps them to understand their students.

Long Range Objectives

Though 76% of the teachers prefer that their supervisor often or always encourages teachers to use long range objectives, only 49% indicated that this often or always happens. Thirty-four percent said that their supervisor currently never or seldom encourages this.

Eighty-four percent of the teachers prefer often or always to help determine the school's long range objectives, and 61% often or always actually have such input. Twenty percent indicated that they have little or no input.

Selection of Textbooks and Classroom Materials

Ninety-six percent of the respondents prefer often or always to help select textbooks and other materials which they use in their classrooms, and 79% reported that they often or always do this. A majority of the teachers except for those in their first year of Alaskan teaching always participate in the selection of textbooks and other materials for their classes.

Teacher Evaluation Criteria

Sixty-three percent of the teachers prefer often or always to

help determine the criteria to be used for their evaluations; however, 75% reported that they currently never or seldom help with this.

School Budget

Fifty-three percent of the teachers prefer often or always to participate in the preparation of the school budget, but only 21% said that they often or always do so; 60% indicated that they never or seldom do so.

School Calendar

Though 85% of the teachers prefer often or always to help with the preparation of the school calendar, only 47% said they do so often or always; 32% reported that they have little or no input. The highest level of participation in the preparation of the school calendar comes from the teachers in 1-teacher schools; nearly half of the teachers in schools with a fulltime staff of 5 to 7 teachers never or seldom participate.

Teacher Inservice Programs

Forty-six percent of the teachers prefer often or always to help plan teacher inservices; 62% reported that they have little or no input. The value of inservice programs varied by the total years of teaching reported by the respondents; those reporting 10 to 19 years regard inservice programs as having more value than any other group of teachers, but fewer than two fifths (36%) of the first year teachers said this. Teachers with more than 7 years of Alaskan teaching experience prefer less involvement with planning inservice programs than do those who have taught in Alaska fewer years.

Student Discipline Policy

Though 82% of the respondents prefer often or always to participate in determining the student discipline policy, only 53% indicated that they do so to this extent; 23% said that they never or seldom provide input.

Noninstructional Use of School

Sixty-one percent of the respondents prefer often or always to participate in decisions concerning noninstructional uses of the school building and premises, but only 39% said they actually do so to this extent, and 39% said they never or seldom participate in making these decisions. Teachers in 1-teacher schools participate to the greatest extent in decisions concerning noninstructional uses of the school and premises; the majority of teachers in schools with a staff of 5 to 7 fulltime teachers report little or no input into these decisions. The majority of the teachers in schools of every size prefer often or always to participate in decisions concerning noninstructional use of the school.

Agenda for Faculty Meetings

Though 79% of the teachers prefer often or always to have opportunities to place items on the agenda for faculty meetings, only 59% indicated that they participate often or always; and 22% said they never or seldom have such opportunities.

Teachers' Ideas Concerning School Operation Valued

Though 56% of the teachers reported that their supervisor often or always is receptive to their ideas concerning operation of the school, only 38% said that their supervisor often or always uses

their ideas in decision-making in the school. Twenty-seven percent indicated that their ideas are never or seldom used in making school decisions, though 70% prefer that their supervisor often or always uses them. Teachers with more than 1 year of Alaskan teaching prefer that their supervisor is receptive to their ideas concerning the operation of their school to a greater extent than those in their first year of teaching in Alaska; teachers with more than 1 year of Alaskan teaching experience prefer to a considerably greater extent than the first year Alaskan teachers that their supervisor not only is receptive to their ideas concerning school operation but uses them most or all of the time.

Understanding of Community

Eighty-nine percent of the teachers prefer that their supervisor often or always understands the community in which the school is located, but only 51% reported this criteria is often or always met; 26% said that their supervisor never or seldom understands the community. Only 62% of the teachers prefer supervisory assistance often or always to understand the people of the community themselves; only 35% said this often or always occurs. Forty-six percent said that they never or seldom have supervisory help to understand the people of the village.

Participation in Village Activities

Forty-six percent of the teachers prefer supervisory encouragement often or always to participate in the social activities of the village, and 34% said such encouragement often or always is

provided. Forty-three percent indicated this encouragement is never or seldom provided.

Twenty-two percent of the teachers indicated that their supervisor often or always encourages them to participate in civic activities, while 35% prefer such encouragement often or always. Sixty-one percent reported that their supervisor never or seldom encourages them to participate in civic activities; only 38% prefer little or no supervisory encouragement to participate in civic activities.

While 34% of the teachers indicated that their supervisor often or always encourages them to participate in the social activities in the village, only 22% said they receive encouragement often or always to participate in the civic activities. While 46% of the teachers prefer encouragement often or always to participate in the social activities, a lesser number (35%) prefer supervisory encouragement to participate in civic activities. About one half to three fourths of the teachers in schools of every size report that their supervisor never or seldom encourages them to participate in civic activities such as council meetings, with the largest proportion of these teachers found in schools with 3 or 4 fulltime teachers.

Perceptions of Village Life Valued

In isolated villages, the public school often assumes a central position in the lives of the people, both of children and adults. A high level of interaction is not only desirable but necessary. As supervisors and teachers acquire expertise in

understanding the villagers, they develop proficiency in working with them in matters important to the school and students. As teachers gain teaching experience, they generally feel that their perceptions of village life as it relates to their school are more highly valued by their supervisor. Eighty-five percent of the respondents prefer that their supervisor often or always values their perceptions of village life as it relates to the school, while 54% said this often or always occurs. Twenty-two percent reported that their supervisor never or seldom values their perceptions. Teachers with more than 1 year of Alaskan teaching experience indicated that their supervisor values their perceptions of village life as it relates to the school to a greater extent than did those in their first year of Alaskan teaching.

Supervisor Qualified to Advise Teachers Concerning Interpersonal Relations With Other Teachers

While 33% of the teachers reported that their supervisor is often or always qualified to advise them concerning their interpersonal relations with other teachers, 43% said that their supervisor is never or seldom qualified; 50% reported this as their preference.

Collegiality

Ninety percent of the teachers prefer that their supervisor often or always regards them collegially when exchanging information and ideas, while only 63% often or always experience such a relationship. Eighteen percent indicated this never or seldom occurs. A majority of the teachers in schools of every size studied

prefer that their supervisor often or always regards them colleagially when exchanging information and ideas.

Ninety-one percent of the respondents prefer to be regarded as colleagues often or always by their supervisor when discussing school related problems, but only 62% reported this relationship exists. Nineteen percent indicated this type of collegiality never or seldom exists.

Pre- and Post-observation Conferences and Classroom Observations

A consistent relationship between total years of teaching and the extent of pre-observation conferences does not exist; however, these conferences vary significantly across teaching experience categories. Fifty-six percent of the teachers reported that their primary supervisor never or seldom holds a pre-observation conference prior to a classroom observation; 47% of the 86 teachers who indicated that at least some pre-observation conferences are held said that their supervisor never or seldom discusses the objectives for the lesson to be observed. Forty-seven percent reported agreement by teachers and their supervisor concerning the objectives for the lesson to be observed is never or seldom reached.

Forty-nine percent of the teachers said that the methods to be used for gathering information for evaluating the classroom activities to be observed are never or seldom discussed, including approximately half of both women and men teachers (50% to 46% respectively). Female teachers indicated much more frequently than did male teachers (40% to 28%) that their supervisor often or always discusses the methods to be used for gathering information to be used

for teacher evaluation, while men teachers reported occasional discussion twice as often as women did (26% to 10%). Thirty-three percent reported sufficient time is never or seldom spent to address their concerns during pre-observation conferences.

Post-observation conferences are reportedly held 28% more often than pre-observation conferences are; 85% of the respondents reported that post-observation conferences are held to some extent. Of these teachers, 33% reported that they and their supervisors never or seldom review objectives for the lesson observed. Seventy-one percent reported sufficient time is often or always spent by their supervisors to address their concerns during these conferences, and 67% reported that post-observation conferences are valuable as a means of achieving an improved educational program for their students.

The value of post-observation conferences reported by the teachers varied somewhat by the number of years of teaching experience. Though at least half of the teachers in each category reported that post-observation conferences often or always are valuable to them as a means of achieving an improved educational program for their students, one fifth of the first year teachers reported that they are never valuable; nearly two fifths (38%) of those reporting 10 to 14 total teaching years reported that these conferences never or seldom are valuable to them as a means of improving the educational program for their students.

A larger majority of the teachers (66%) reported that their supervisor often or always helps them gain insight into their teaching strengths than said he/she helps them to learn of their teaching weaknesses (51%).

As teachers acquire teaching experience, they generally report fewer classroom observations of their teaching by their supervisor. However, there are exceptions; 12% of the teachers studied reported no classroom observations by their supervisor, and all of those in their first 2 years of teaching were observed at least once during the school year. Sixty-six percent of the teachers reported that they are observed by their supervisor 1 or 2 times a year, and 77% reported that they often or always feel comfortable when their supervisor observes in their classroom. However, 44% reported that their supervisors never or seldom spend sufficient time in classroom observation to obtain a valid sample of their teaching.

Sixty-one percent of the teachers indicated that their supervisor often or always provides them with feedback in a supportive manner after observing in their classroom, and 74% said they often or always receive a written evaluation after each classroom observation. Seventy-seven percent reported they often or always receive formal evaluations which are acceptable to them, but only 59% said they receive acceptable informal evaluations from their supervisor. Seventy-seven percent of the teachers reported that their supervisor is qualified to assess their professional competence.

Supervisory Strengths

Respondents named interpersonal relations skills (73%) as the most important strength of any school supervisor. As teachers gain years of teaching experience in Alaskan schools, the supervisor's interpersonal relations skills appear to become less and less

important as outstanding supervisory strengths, though these skills are considered important by a majority of all Alaskan teachers.

Teachers ranked fairness and communication skills major professional supervisory strengths. Teachers with fewer than 8 years of Alaskan teaching experience more often ranked former supervisory experience as an important supervisory strength than did those with more Alaskan teaching experience. Truthfulness was regarded as a supervisory strength most often by teachers who had taught in Alaska 3 or 4 years and by those who had taught in Alaska more than 7 years. Women teachers considered truthfulness a greater supervisory strength than did men teachers.

Teachers with 15 to 19 years of teaching experience regarded high overall intelligence as a supervisory strength more often than did those with fewer years of teaching experience. High overall intelligence was not given top ranking as a supervisory strength by any teacher with more than 19 years of teaching experience.

Supervisory Characteristics which Most Negatively Affect Teacher-supervisor Relationship

Teachers ranked limited communication skills, limited interpersonal relations skills, limited truthfulness, and limited ability to be fair as the supervisory characteristics which would most negatively affect the teacher-supervisor relationship. First year teachers and teachers new to Alaskan teaching perceived limited supervisory experience as more detrimental to the teacher-supervisor relationship than did teachers with more experience. Teachers in larger schools regarded limited supervisory experience as being a greater detriment to the teacher-supervisor relationship than did

teachers in smaller schools. Limited truthfulness was less often named a serious detriment by teachers in their first year of teaching in Alaska than it was by teachers with more Alaskan teaching experience. Men considered limited use of tact a more detrimental supervisory characteristic than did women teachers.

Teachers' Achievements Recognized

Sixty-four percent of the respondents reported that their supervisor often or always recognizes their achievements, and 66% reported that their supervisor is often or always accessible when they need to discuss a problem or an issue. Sixty percent of the respondents reported that their supervisor often or always contributes to their feelings of confidence and selfworth. However, female teachers are more likely to report that their supervisor contributes to their feelings of confidence and selfworth than are male teachers. Though most of the teachers indicated that their supervisor often or always treats them fairly, some differences do exist, with first-year teachers reporting this less frequently than those with more teaching experience.

Teachers' Comfort when Discussing Problems

Though 72% of the respondents often or always feel comfortable when discussing school-related problems with their supervisor, 50% never or seldom feel comfortable when discussing their personal problems with him/her.

Professional Meetings

While 65% of the teachers indicated that they often or always receive timely notice of professional meetings they are expected to

attend, only 40% reported they often or always are provided with an agenda in advance of faculty meetings. Though 79% of the teachers prefer often or always to have opportunities to place items on the agenda for faculty meetings, only 59% often or always do so; 22% said they never or seldom have such opportunities. Only 49% of the teachers reported that meaningful inservice programs are often or always provided.

Supervisory Assistance Requested

Considerably more teachers in their first year of teaching in Alaska sought supervisory assistance with their social adjustment and with clothing than did other teachers. Men teachers are more apt to request supervisory assistance concerning learning centers, questioning techniques, and housing or household furnishings than are women.

Of the 30% of the teachers who requested supervisory assistance regarding current professional literature; 37% reported receiving no, or limited assistance. Teachers in 1-teacher schools and those in schools with a fulltime staff of 3 or 4 teachers request assistance in acquiring current professional literature more often than those in schools of any other size.

Of the 45% of the teachers who reportedly asked for assistance regarding communication with parents, 49% received no, or limited, assistance. Of the 45% who requested assistance concerning housing or household furnishings, 43% reported they received no, or limited assistance. Of the 30% who requested assistance regarding individualized instruction, 56% received no, or limited assistance.

Of the 30% of the teachers who asked for supervisory assistance regarding current professional literature; 37% reported receiving no, or limited assistance. Of the 28% of the teachers who requested assistance concerning multiple class grouping, 64% reported receiving no, or limited, assistance. Of the 27% who requested help concerning classroom organization, 60% reported receiving no, or limited, assistance.

Help with their cultural adjustment was requested by 20% of the teachers; 60% of these teachers reported receiving no, or limited, assistance. Of the 19% who requested help with their social adjustment, 64% received no, or limited, assistance. Of the 18% who requested assistance regarding learning centers, 74% reported receiving no, or limited, assistance. Advice concerning clothing was requested by 14% of the teachers; 71% of these teachers reported receiving no, or limited, assistance. Of the 13% of the teachers who requested supervisory advice concerning recreation, 53% reported no, or limited, assistance. Of the 10% who requested assistance concerning questioning techniques, 71% reported receiving no, or limited, assistance. Of the 8% who requested supervisory assistance with something other than these 12 items, 58% reportedly received no, or limited, assistance.

SUBGROUP DIFFERENCES

The Chi-square tests of association showed that responses to particular items may be related to the number of fulltime teachers in the school, the gender of the respondents, the total years the respondents had taught in Alaska, or the total years they had taught altogether. A Pearson correlation procedure showed a strong positive relationship between age and the respondents' total years of teaching (.7223). Since teacher experience is theoretically more important to teacher evaluation, age will not be discussed as a separate factor. However, the results of the crosstabulations will be discussed in their order of frequency, with the number of fulltime teachers in the respondents' present school first, since more significant relationships were found with this item than with other crosstabulations.

Number of Fulltime Teachers in Present School

When teachers' responses to the 188 questionnaire items were crosstabulated by the number of fulltime teachers in each school, 24 items (13%) were found to have significant Chi-squares at the .05 level.

Schools most frequently had a fulltime teaching staff of 5 to 7 teachers, with more of these schools found in Region 11 (Lower Kuskokwim) than in any other region. More of the smallest schools were found in Region 16 (Southeast Islands, Hydaburg, Klawock) than

were found elsewhere; more of the largest schools were found in Region 15 (Northwest Arctic) than were found in other regions. Teachers in 1-teacher schools teach multiple grades more often than do teachers in larger schools. As schools increase in fulltime teaching staff, the variety of grades for each teacher decreases.

Schools with primarily Eskimo students most often had 5 or more fulltime teachers, while the smallest schools most often reported primarily White students. Aleut students, however, were found most often in the smallest and the largest schools, while Indian students were more often found in schools having 8 to 11 fulltime teachers than in schools of any other size.

Teachers in schools having a fulltime staff of 2 to 4 teachers were most often supervised by a Head Teacher; those in schools with 5 or more fulltime teachers more often had a Principal. Teachers in the smallest and the largest schools most often were supervised by a Superintendent.

Teachers in 1 to 4 teacher schools more often had Elementary School certification than did teachers in larger schools; however, teachers in schools having more than 4 fulltime teachers more often had Secondary School certificates than did those in smaller schools. Special Education certification most often was found in 2-teacher schools and in schools with 8 to 11 fulltime teachers.

Teachers with the most years of teaching experience were found in 1-teacher schools, most of them reporting 10 years or more. Most of the teachers in schools with a staff of more than 1 fulltime teacher identified their professional title as Classroom Teacher.

Most of the teachers in 1-teacher schools reported their professional title to be Principal-Teacher. All of the Special Education Teachers were found in schools with 3 or more fulltime teachers.

Though nearly half of the teachers prefer that their supervisor often or always helps them to understand their students better, not even one third of the teachers in schools with 3 or 4 fulltime teachers expressed this preference; teachers in the largest and smallest schools more often prefer that their supervisor never or seldom helps them in this way. A majority of the teachers prefer that their supervisor often or always regards them collegially when exchanging information and ideas, regardless of the number of fulltime teachers in their school.

The highest level of participation in the preparation on the school calendar comes from the teachers in 1-teacher schools; nearly half of the teachers in schools with a fulltime staff of 5 to 7 teachers never or seldom participate. About one half to three fourths of the teachers in schools of every size reported that their supervisor never or seldom encourages them to participate in civic activities such as council meetings, with the largest proportion of these teachers found in schools with 3 or 4 fulltime teachers.

Teachers in 1-teacher schools participate to the greatest extent in decisions concerning noninstructional uses of the school and premises; the majority of teachers in schools with a staff of 5 to 7 fulltime teachers report little or no input into these decisions. However, the majority of the teachers in schools of every

size prefer often or always to participate in decisions concerning noninstructional use of the school.

Teachers in 1-teacher schools and those in schools with a fulltime staff of 3 or 4 teachers request assistance in acquiring current professional literature more often than those in schools of any other size.

Teachers in larger schools regard limited supervisory experience as being a greater detriment to the teacher-supervisor relationship than do teachers in smaller schools.

Gender Differences

When the teachers' responses were crosstabulated by gender, 22 questionnaire items (12%) were found to be significant using Chi-square tests of association at the .05 level.

Women teachers are more likely to teach Kindergarten through Grade 4 than are men teachers, who are more likely to teach grades 8 through 12. One third of both male and female teachers reportedly hold more than 1 teaching certificate. Though more female teachers are certified in Elementary School Education (79% vs. 51%), more male teachers hold Secondary School certificates (70% vs. 28%); more women than men hold Special Education certificates (22% vs. 8%), and women reported Special Education as their main subject area twice as often as men did. Considerably more women identified Elementary School Education as their main subject area than did men teachers (46% vs. 31%). Men reported teaching outside their area of certification considerably more often than did women teachers (70% vs. 19%).

Of the 86 teachers who reported that pre-observation conferences are held, approximately half of both women and men teachers indicated that the methods to be used to gather information for evaluation of classroom observation is never or seldom discussed (50% vs. 46% respectively). Female teachers indicated much more frequently than did male teachers (40% vs. 28%) that their supervisor often or always discusses the methods to be used for gathering information to be used for teacher evaluation, while men teachers reported occasional discussion twice as often as women did (26% vs. 10%).

Female teachers more often reported that their supervisor contributes to their feelings of confidence and selfworth than did male teachers. Women prefer to have opportunities to observe other teachers teaching considerably more often than men do; but men teachers more often requested supervisory assistance concerning learning centers, questioning techniques, and housing or household furnishings than did women. Though women teachers consider truthfulness a greater supervisory strength than do men teachers, men consider limited use of tact a more detrimental supervisory characteristic than do women teachers.

Female teachers are more likely to name other teachers, professional literature, courses, and others as their main motivators to try new teaching techniques than are male teachers. However, male teachers are more likely to name students, themselves, or their spouse than are women teachers.

Total Years of Teaching in Alaska and Total Years of Teaching

Total years of teaching in Alaska is highly, positively associated with total years of teaching. As teachers gained experience in Alaskan schools, they more often reported more years of teaching in their present school as well; however, they also were likely to report teaching in an increasingly larger number of schools. The professional title of these teachers was usually Classroom Teacher. However, those with fewer than 10 years of total teaching experience were more likely to report this title than were those who had taught longer.

All Principal-Teachers studied had at least 5 years of teaching experience, but most had taught more than 9 years. All Head Teachers reported between 3 and 7 years of Alaskan experience and at least 5 total years. All Special Education Teachers had taught fewer than 14 years altogether and in Alaskan schools fewer than 7 years.

Though at least half of the teachers, regardless of years of total teaching experience, or years of teaching in Alaska, perceive that post-observation conferences are often or always valuable to them as a means of achieving an improved educational program for their students, this is not true of first-year teachers, who feel that they are never valuable. Nor is it true of those who have taught for 10 to 14 years; these teachers generally feel that post-observation conferences are never or seldom valuable.

A majority of the teachers (except for those in their first year of Alaskan teaching) always participate in the selection of

textbooks and other materials for their classes; and most of the teachers feel that their supervisor treats them fairly most or all of the time, again with the exception of first-year teachers.

Teachers who have taught in Alaska fewer than 8 years prefer more opportunities to observe other teachers teaching than those who have taught in Alaska for a longer time.

Teachers with more than 7 years of Alaskan teaching experience prefer less involvement with planning inservice programs than do those who have taught in Alaska fewer years. Teachers with 10 to 19 years of total teaching experience regard inservice programs as having more value than any other group of teachers; most of the first year teachers feel the opposite is true. A majority of the teachers, regardless of total years of teaching, perceive that the conflicting roles of the supervisor as teacher helper and teacher evaluator are never or seldom discussed; all of the first year teachers said this.

Except for those who are teaching in Alaska for the first time, Alaskan teachers generally prefer that their supervisor be receptive to their ideas concerning school operation; in addition, they prefer that their supervisor uses their suggestions most, or all, of the time. A majority of the teachers in each stage of teaching experience (except for the first year teachers) prefer that their supervisor never or seldom helps them to plan lessons or units.

As teachers gain teaching experience, they are generally increasingly likely to report that they are provided with information concerning professional development opportunities; however, teachers

who have taught in Alaska the longest and those who are newest to the state are apt to report receiving considerably less information concerning professional development. As teachers gain teaching experience, they are increasingly likely to report that their perceptions of village life as it relates to their school are valued by their supervisor; teachers in their first year of Alaskan teaching being least apt to say this.

As teachers acquire teaching experience, they are likely to experience fewer classroom observations of their teaching by their supervisor. However, there are exceptions; some teachers may have no classroom observations unless they are in their first 2 teaching years, in which case they are apt to be observed at least once or twice during the school year.

Teachers in their first year of Alaskan teaching are likely to seek supervisory assistance with their social adjustment and with clothing than those who have taught in the state longer.

Teachers with 15 to 19 years of total teaching experience are more likely to perceive high overall intelligence as a top ranking supervisory strength than are other teachers; however, those with more than 19 years of total teaching experience appear not to believe this. Though the supervisor's interpersonal relations skills are considered important by a majority of all Alaskan teachers, they appear to have less impact on the teacher-supervisor relationship as teachers gain years of experience. Teachers with fewer than 8 years of Alaskan teaching experience are more likely to perceive former supervisory experience of importance as a supervisory strength than

are those who have taught longer in the state. Truthfulness is likely to be regarded as an important supervisory strength most often by teachers who have taught in Alaska 3 or 4 years and by those who have taught in the state more than 7 years.

First year teachers perceive limited supervisory experience as more detrimental to the teacher-supervisor relationship than do teachers with more experience. Limited truthfulness is more apt to be named as a detriment to the teacher-supervisor relationship by teachers in their first year of Alaskan teaching than it is by those who have taught in Alaska longer.

Questions the Study Seeks to Answer

1. Do teachers in small, isolated schools perceive that they are receiving the supervision they need, or desire, from their primary supervisor?

2. Are the supervisory practices which these teachers perceive as necessary in agreement with those which research on urban teacher supervision has found necessary for effective schooling to take place?

The sign tests showed that a significant systematic difference exists in the direction of preferred scores for 29 items which recent research has found important in teacher supervision. In other words, many teachers would like to experience more often all 29 supervisory practices, confirming preference for the supervisory practices recommended in the literature to be applied to teachers in Alaska's small, isolated schools.

3. With what professional problems do teachers feel most in need of assistance?

Teachers generally feel a need for far greater participation in most aspects of school operation, supervision, and evaluation than they presently experience. In fact, poor administration and dissatisfaction with the supervisor were two of the leading reasons named for teachers to leave a previous teaching position.

Teachers perceive the need for considerably more input into decisions concerning the criteria to be used for their evaluations (Z = 9.33), demonstration lessons (Z = 9.02), and more opportunities to observe other teachers teaching (Z = 8.75). They need to become more involved in planning their inservice programs (Z = 8.58) and need to be better informed about opportunities for professional development (Z = 8.55). In addition, teachers would like greater participation in preparation of the school budget (Z = 8.40). Men teachers especially may need supervisory assistance concerning learning centers and questioning techniques.

Forty-five percent of the teachers requested supervisory assistance regarding communication with parents, but only 52% of these teachers received enough help. Of the 30% who asked for help regarding individualized instruction, only 44% received enough help; and of the 30% of the teachers who asked for help concerning current professional literature, only 63% received enough help. Of the 28% who asked for help with multiple class grouping, only 37% received enough assistance. Twenty-seven percent asked for supervisory help with classroom organization, but only 40% of them received enough assistance. Of the 19% requesting assistance with learning centers, only 26% received enough assistance; and of the 10% requesting help

with questioning techniques, only 29% received enough help. Others asked for help with discipline problems and in procurement of materials for their classrooms.

4. With what personal problems do teachers feel most in need of assistance?

Nearly half of the teachers requested help in selecting or procuring housing or household furnishings, but fewer than three fifths received enough supervisory help. One fifth of the teachers asked for supervisory help with their cultural adjustment; only two fifths received enough help. About one fifth of the teachers requested assistance with social adjustment; about one third received enough assistance. Fourteen percent requested advice concerning clothing, but only 29% of these teachers received enough help. Thirteen percent requested advice concerning recreation; 47% of them received enough help. Some teachers perceive that their supervisor should be better qualified to advise them concerning their interpersonal relations with other teachers; others may need assistance with legal problems or school transfers.

5. To what extent do teachers receive supervisory assistance in understanding the village in which they teach?

A majority of the teachers (62%) prefer supervisory assistance often or always to understand the people of the community, but only 35% said this often or always occurs; 46% said that they never or seldom have supervisory help to understand the villagers. In addition, nearly half of the teachers requested supervisory

assistance regarding communication with parents; about half of these teachers received enough assistance.

While 45% of the teachers prefer supervisory assistance often or always to understand their students, only 20% indicated receiving this much help. Fifty-one percent indicated that their supervisor never or seldom helps them to understand their students.

6. To what extent are teachers encouraged by supervisors to participate in the life of the village in which they teach?

Sixty-one percent of the teachers reported that their supervisor never or seldom encourages them to participate in civic activities, and 43% reported that their supervisor never or seldom provides encouragement to participate in the social activities.

7. To what extent do teachers feel they have adequate input into the operation of the school in which they teach?

Sixty-three percent of the teachers prefer often or always to participate in decisions concerning the criteria to be used in their evaluations, but 75% said this never or seldom occurs. While 46% prefer often or always to help plan their inservice programs, 62% indicated that this presently never or seldom occurs. Though 53% of the teachers prefer often or always to participate in planning the school budget, 60% said this never or seldom occurs. Though 90% of the teachers prefer that their supervisor often or always be receptive to their ideas concerning school operation, 20% reported that this never or seldom occurs; and though 70% prefer that their supervisor often or always <u>uses</u> their ideas concerning school

operation often or always, 27% reported that this never or seldom occurs. Though 32% of the teachers prefer often or always to participate in decisions concerning noninstructional uses of the school building and premises, 39% reported that this never or seldom occurs. Though 82% prefer often or always to participate in setting student discipline policy, 23% reported that this never or seldom occurs. Seventy-nine percent of the teachers prefer often or always to provide input into faculty meeting agendas; 22% reported that this never or seldom occurs. Ninety-six percent of the teachers prefer often or always to participate in selection of textbooks and classroom materials; only 8% reportedly have little or no input. Though 84% of the teachers prefer often or always to participate in determining the school's long range objectives, 20% reported that this never or seldom occurs.

8. To what extent are teachers assisted by supervisors in professional development and growth?

Only 15% of the teachers reported that they often or always provide input into the criteria to be used in their teacher evaluations; 75% said this never or seldom occurs. Only 5% of the teachers reported that their supervisor often or always provides demonstration lessons for them to observe; 89% said this never or seldom occurs. Only 20% of the teachers reported that they often or always have opportunities to observe other teachers teaching; 63% said this never or seldom occurs. Only 17% reported that they often or always help to plan their inservice programs; 62% said this never

or seldom occurs. Forty percent of the teachers reported that they receive information concerning professional development opportunities often or always, but 39% said this never or seldom occurs. Only 16% of the teachers reported that their supervisor often or always discusses the conflicting roles of teacher helper and teacher supervisor, 68% reported that this never or seldom occurs. Only 20% of the teachers reported that they have supervisory help to understand their students, 51% said this never or seldom occurs.

Only 29% of the teachers said that their supervisor often or always motivates them to try new teaching techniques; 43% said this never or seldom occurs. Forty-two percent of the teachers reported that they often or always have supervisory encouragement to read current professional literature; 44% said that this never or seldom occurs.

Only 1% of the teachers reported that their supervisor often or always helps them to plan lessons and units; 90% reported that this never or seldom occurs. Though 63% of the teachers said that they are regarded colleagially often or always by their supervisor when exchanging information and ideas, 18% reported that this never or seldom occurs. Forty-nine percent of the teachers reported that their supervisor often or always encourages them to use long range objectives; 34% said that this never or seldom occurs. Though 62% of the teachers said that they are often or always regarded collegially when discussing school problems with their supervisor, 19% said that this never or seldom occurs.

Though 35% of the teachers said that they have supervisory help often or always to understand the people of the village, 46% said that this never or seldom occurs. Though 61% reported that they often or always help to determine the school's long range objectives, 20% said that this never or seldom occurs.

Though 59% of the teachers reported that they often or always have opportunities to provide input for faculty meeting agenda, 22% said that this never or seldom occurs. Thirty-nine percent of the teachers indicated that they often or always participate in decisions concerning noninstructional use of the school building and premises, but 39% said that this never or seldom occurs. Only 13% of the teachers said that their supervisor often or always discusses their lesson plans with them; 69% said this never or seldom occurs.

9. Is the number of years of teaching experience related to teachers' perceptions of supervision?

The number of years of teaching experience appears to be related to teachers' perceptions of supervision in a number of ways. The value of post-observation conferences reported by the teachers varied somewhat by the number of years of teaching experience. Though at least half of the teachers in each total years of teaching category reported that post-observation conferences often or always are valuable to them as a means of achieving an improved educational program for their students, one fifth of the first year teachers reported that they are never valuable; nearly two fifths (38%) of those reporting 10 to 14 total teaching years reported little or no

value in these conferences as a means of improving the educational program for their students.

Though most of the teachers indicated that their supervisor often or always treats them fairly, first year teachers reported this less frequently than those with more teaching experience.

The value of inservice programs varied by the total years of teaching reported by the respondents; those reporting 10 to 19 years regard inservice programs as having more value than any other group of teachers, while fewer than two fifths (36%) of the first year teachers said this. Though a majority of the teachers in each total years of teaching category reported that the conflicting roles of the supervisor as teacher helper and teacher evaluator are never or seldom discussed, all first year teachers said this. A majority of the teachers in each stage of teaching experience except for the first year teachers prefer that their supervisor never or seldom helps them to plan lessons or units.

Generally, as teachers gain teaching experience, they are increasingly likely to report that they are provided with information concerning professional development opportunities and to feel that their perceptions of village life as it relates to their school are valued by their supervisor.

As teachers acquire teaching experience, they generally report fewer classroom observations of their teaching by their supervisor. However, there are exceptions; 12% of the teachers studied reported no classroom observations by their supervisor, and all of those in

their first 2 years of teaching were observed at least once during the school year.

The only significant supervisory characteristic which received top ranking as a supervisory strength when crosstabulated with the total years of teaching was high overall intelligence. Teachers with 15 to 19 years of teaching experience reported this item more often than did any other teachers; high overall intelligence was not given top ranking as a supervisory strength by any teacher with more than 19 years of teaching experience.

First year teachers perceive limited supervisory experience as more detrimental to the teacher-supervisor relationship than do teachers with more experience.

10. Does the number of years of teaching experience in Alaskan schools affect the teachers' perceptions of supervision?

Though 40% of the teachers indicated that their supervisor often or always informs them of professional development opportunities, only 26% of the first year teachers said this. However, 66% of those reporting 2 Alaskan teaching years, and 45% of those reporting 3 or 4 years said that their supervisor often or always informs them of professional development opportunities, as did 33% of those reporting 5 to 7 years, and 22% reporting; more than 7 years of Alaskan teaching.

Though 54% of the teachers reported that their supervisor often or always values their perceptions of village life as it relates to their school, only 30% of the first year teachers said

this. Sixty-six percent of the second year teachers said this, as did 45% of those reporting 3 or 4 years, and 68% who had taught in Alaska 5 or more years.

As teachers gain experience in Alaskan schools, they appear to place less importance on interpersonal relations skills as a crucial supervisory strength, though more than half of the Alaskan teachers regard supervisory interpersonal relations skills as important. Sixty-five percent of the first year teachers and 75% of those who had taught in Alaska 2 years named interpersonal relations skills as top priority supervisory strengths. Forty-seven percent of those who had taught in Alaska 3 or 4 years said this, as did 52% reporting 5 to 7 years, but only 23% who had taught in Alaska more than 7 years.

Teachers with 7 or fewer years of Alaskan teaching experience more often ranked former supervisory experience in a top position as a supervisory strength than did those reporting more than 7 teaching years in Alaska. Those reporting 1 or 2 years in Alaskan teaching reported this more frequently than did other teachers. Truthfulness was regarded of great importance as a supervisory strength by 29% of the teachers in Alaska; 26% of the first year teacher said this. Forty-two percent of those reporting 3 or 4 Alaskan teaching years and 39% reporting more than 7 Alaskan years named truthfulness as a top ranking supervisory strength. Limited truthfulness as a supervisory characteristic which has the most detrimental effect on the teacher-supervisor relationship was more often named by first year teachers (52%), by those reporting 3 or 4

Alaskan teaching years (55%), or by those reporting more than 7 Alakan teaching years (50%) than by other teachers.

First year teachers perceived limited supervisory experience as more detrimental to the teacher-supervisor relationship than did teachers with more experience.

11. Does the amount of professional preservice preparation affect teachers' perceptions of supervision?

A crosstabulation of the 188 questionnaire items revealed nothing conclusive regarding whether or not the amount of professional preservice preparation affects teachers' perceptions of supervision. Though a few significant Chi-squares were found, these were what could be expected by chance alone.

12. Does teachers' age affect perceptions of supervision?

A Pearson Correlation showed that age is highly correlated with the teachers' total years of teaching experience, which is more relevant to the study. Therefore, the respondents' total years of teaching experience will be discussed.

13. Do teachers' gender differences affect perceptions of supervision?

Gender differences do appear to affect teachers' perceptions of supervision. Of the 86 teachers who reported that pre-observation conferences are held, approximately half of both women and men teachers indicated that the methods to be used to gather information for evaluation of classroom observation is never or seldom discussed (50% vs. 46% respectively). However, female teachers indicated much

more frequently than did male teachers (40% vs. 28%) that their supervisor often or always discusses the methods to be used for gathering information to be used for teacher evaluation, while men teachers reported occasional discussion twice as often as women did (26% vs. 10%).

Female teachers more often reported that their supervisor contributes to their feelings of confidence and selfworth than did male teachers. Women prefer to have opportunities to observe other teachers teaching considerably more often than men do; but men teachers more often requested supervisory assistance concerning learning centers, questioning techniques, and housing or household furnishings than did women. Though women teachers consider truthfulness a greater supervisory strength than do men teachers, men consider limited use of tact a more detrimental supervisory characteristic than do women teachers.

Female teachers more often named other teachers, professional literature, courses, and others as their main motivators to try new teaching techniques than did male teachers. However, male teachers more often named students, themselves, or their spouse than did women teachers.

14. Does school size affect teachers' perceptions of supervision?

School size appears to affect teachers'perceptions of supervision in many ways. More than half of the teachers in 2-teacher schools and those in schools with a staff of 8 to 11 fulltime teachers perceive a need for the supervisor often or always

to help them to understand their students better (57%), as do 52% of those in schools having 5 to 7 fulltime teachers. A lesser figure (43%) of those in the largest schools perceive a need for more supervisory assistance to understand their students; however, 43% of the teachers in schools of this size prefer that their supervisor never or seldom helps them to understand their students.

Though a vast majority of the teachers in schools of every size studied perceive the need for collegial treatment by their supervisor when exchanging information and ideas, those who are most emphatic regarding collegial treatment were found in schools having 14 to 17 fulltime teachers; 86% of these teachers always want collegial treatment when exchanging information and ideas with their supervisor.

The highest level of participation in the preparation of the school calendar came from teachers in 1-teacher schools, while nearly half of the teachers in schools with a fulltime staff of 5 to 7 teachers never or seldom participate. About one half to three fourths of the teachers in schools of every size reported that their supervisor never or seldom encourages them to participate in civic activities such as council meetings, with the largest proportion of these teachers found in schools with 3 or 4 fulltime teachers.

The majority of teachers in schools of every size prefer often or always to participate in decisions concerning noninstructional use of the school. However, teachers in 1-teacher schools participate to the greatest extent in these decisions. The majority of teachers in schools with a staff of 5 to 7 fulltime teachers report little or no input into these decisions.

Teachers in 1-teacher schools and those in schools with a fulltime staff of 3 or 4 teachers request assistance in acquiring current professional literature more often than those in schools of any other size.

Teachers in larger schools regard limited supervisory experience as being a greater detriment to the teacher-supervisor relationship than do teachers in smaller schools.

A majority of the teachers (except those in their first year of Alaskan teaching) always participate in the selection of textbooks and other materials for their classes.

Teachers reporting 7 or fewer years of Alaskan teaching prefer more opportunities to observe other teachers teaching than those who have taught in Alaska for a longer time. Teachers with more than 7 years of Alaskan teaching experience prefer less involvement with planning inservice programs than do those who have taught in Alaska fewer years. Teachers with more than 1 year of Alaskan teaching prefer that their supervisor be receptive to their ideas concerning the operation of their school to a greater extent than those in their first year of teaching in Alaska; teachers with more than 1 year of Alaskan teaching experience prefer to a considerably greater extent than the first year Alaskan teachers that their supervisor not only is receptive to their ideas concerning school operation but uses them most or all of the time.

Teachers who had taught in Alaska the longest and those who were newest to the state reported receiving considerably less information concerning professional development opportunities than

did other teachers. Teachers with more than 1 year of Alaskan teaching experience indicated that their supervisor values their perceptions of village life as it relates to the school to a greater extent than did those in their first year of Alaskan teaching. Considerably more teachers in their first year of teaching in Alaska sought supervisory assistance with their social adjustment and with clothing than did other teachers.

As teachers gain years of teaching experience in Alaskan schools, the supervisor's interpersonal relations skills appear to become decreasingly important, though these skills are still considered important by a majority of Alaskan teachers. Teachers with fewer than 8 years of Alaskan teaching experience more often ranked former supervisory experience of importance as a supervisory strength than did those who had taught longer in Alaska. Truthfulness was regarded as a supervisory strength most often by teachers who had taught in Alaska 3 or 4 years and by those who had taught in Alaska more than 7 years.

Teachers in their first teaching year in Alaska ranked limited supervisory experience as a supervisory characteristic which is most detrimental to the teacher-supervisor relationship more often than did those with more Alaskan teaching experience. Limited truthfulness was less often named a serious detriment by teachers in their first year of teaching in Alaska than it was by teachers with more Alaskan teaching experience.

SCHOOL PROFILES

As a result of the crosstabulations by the number of fulltime teachers in the present school, gender differences, total years of teaching in Alaska, and the total years of teaching, it was possible to develop a profile for each size of school studied which may be useful to educators in promoting the more effective schools.

1-Teacher Schools

These smallest schools were most often found in Region 16 (Southeast Islands, Hydaburg, Klawock). It was in these 1-teacher schools that Kindergarten through Grade 12 were taught most often by one of the most experienced teachers (10 or more years of teaching). This teacher usually had Elementary Education certification and the professional title of Principal-Teacher. The student enrollment was most often primarily White or Aleut. The teacher was usually supervised by a Superintendent, who usually never or seldom encouraged teacher participation in civic activities of the village. This teacher also administered the school to a great extent, either with a high level of participation or sole decision-making on such things as the school calendar and noninstructional uses of the school building and school premises. These teachers prefer to be regarded collegially by their supervisor when exchanging information and ideas; they prefer that their supervisor never or seldom assists them in understanding their students. These teachers may request

assistance in acquiring current professional literature; 62% of those in 1-teacher schools requested supervisory help with this.

2-Teacher Schools

Teachers in 2-teacher schools usually teach multiple grades. They usually have Elementary School and perhaps Special Education certification. The professional title most often named was Classroom Teacher. These classroom teachers were usually supervised by a Head Teacher, who most of the time encouraged the other teacher to participate in civic activities of the village. These teachers usually participated in developing the school calendar. They prefer that their supervisor treats them as colleagues and that he/she helps them to understand their students. They also prefer to participate in decisions concerning noninstructional uses of the school building and premises.

3-4 Teacher Schools

Teachers in schools having a fulltime teaching staff of 3 or 4 teachers usually teach multiple grades, have Elementary School certification and/or may be certified in Special Education. They answer to the title of Classroom Teacher. They will most likely be supervised by a Head Teacher, from whom they prefer collegial treatment. They probably will participate in such functions as preparing the school calendar, and prefer to be involved in decision-making concerning noninstructional use of the school building and premises. They very likely will request supervisory assistance in securing current professional literature. Most of these teachers prefer little, if any, assistance from their

supervisor to better understand their students. They reportedly never or seldom receive supervisory encouragement to participate in the civic activities in the village in which the school is located.

5 to 7-Teacher Schools

Schools having a fulltime teaching staff of 5 to 7 teachers was the school size most frequently reported. The largest number of these schools, most likely with an enrollment primarily of Eskimo students, was found in Region 11 (Lower Kuskokwim). These teachers are apt to teach more than a single grade, have Secondary School certification, perhaps Special Education certification as well. Their professional title is usually Classroom Teacher, and their supervisor most likely is a Principal, from whom they prefer collegial treatment. They prefer that their supervisor helps them to understand their students. These teachers are likely to have limited input into the preparation of the school calendar and little or no input into decisions regarding noninstructional use of the school building and premises; however, these teachers would like to participate to a greater extent in decisions concerning school operation, especially with decision-making regarding noninstructional use of the school. Many of these teachers never or seldom receive supervisory encouragement to participate in civic activities of the village.

8 to 11-Teacher Schools

Teachers in schools having a fulltime staff of 8 to 11 teachers teach fewer multiple grades than those in smaller schools. The student enrollment probably is Eskimo or Indian. These teachers

most likely have Secondary School, or perhaps Special Education certification. They name their professional title to be Classroom Teacher or Special Education Teacher. Their primary supervisor is most likely to be a Principal, from whom the teachers prefer assistance in understanding their students. They also prefer a high level of collegial treatment. They are not likely to receive supervisory encouragement to participate in the civic activities of the village. These teachers may participate in the preparation of the school calendar, and prefer to participate in decisions concerning noninstructional use of the school building and premises. They regard limited supervisory experience a serious detriment to the teacher-supervisor relationship.

14 to 17-Teacher Schools

The schools having a fulltime staff of 14 to 17 teachers were the largest schools studied. More of these schools were found in Region 15 (Northwest Arctic) than in any other region. They most often have an enrollment primarily of Eskimo or Aleut students. Teachers in these largest schools are apt to teach few multiple grades. They are likely to have Secondary School certification. They claim the professional title of Classroom Teacher, or Special Education Teacher. Their primary supervisor probably is a Superintendent, from whom they prefer a high level of collegial treatment. They prefer that this supervisor never or seldom helps them to understand their students. They may participate in such functions as the preparation of the school calendar. They prefer to participate in decision-making concerning noninstructional use of the

school building and premises and regard limited supervisory experience a serious detriment to the teacher-supervisor relationship. Many of their primary supervisors never or seldom encourage teacher participation in the civic activities of the village.

Recommendations

1. Alaskan supervisors and teachers need to become more aware of the theory based supervisory practices which research has found necessary and use them to achieve more effective schooling in Alaskan bush schools.

The sign tests showed that a significant systematic difference exists in the direction of preferred scores for all 29 items which recent research has found important in teacher supervision to achieve effective schooling.

2. Alaskan supervisors and teachers should become more aware of the importance of teachers' perceptions to the effectiveness of individual supervisory practices. Furthermore, this knowledge should be used to achieve more effective supervision and an improved teacher-supervisor relationship.

Research has consistently shown that the perceptions both of teachers and supervisors concerning supervisory practices are more important than the actual supervisory practices.

3. Alaskan teachers, supervisors, and educational planners in the district offices should become more alert to individual and group differences in teachers' perceptions of individual supervisory practices and use this knowledge to address specific needs of these distinctive groups of teachers.

This study has demonstrated important differences in teachers' perceptions of supervision according to their total years of teaching in Alaska and their total years of teaching altogether, especially of the newest and the most experienced teachers.

4. Supervisors, teachers, and district office planners should be made aware of the need to tailor supervision to meet the needs as perceived by teachers in schools of different sizes and take appropriate action to meet these different needs.

This study has demonstrated important differences in perceived needs of teachers in schools of different sizes, especially of the smallest and the largest schools.

5. Supervisors should not only be made aware of the importance of collegiality in the teacher-supervisor relationship but should be provided assistance in learning to act in ways which are more collegial when working with teachers.

Analyses of every item in this study concerning collegiality between supervisors and teachers pointed to the need for a considerably greater degree of collegiality in Alaska's bush schools.

6. The teacher evaluation process should be re-evaluated, with the intention of using appropriate, task-specific evaluation criteria primarily to promote a stable, collegial program of professional development for each teacher and supervisor.

The largest discrepancy revealed in this study was that between teachers' perceptions regarding actual and preferred teacher participation in decisions concerning criteria to be used for their evaluations ($Z = 9.33$).

7. Before each supervisory classroom observation for teacher evaluation purposes, a pre-observation conference should be mandatory in which the objectives for the evaluation are reached collegially by teacher and supervisor. In addition, the criteria and the methods to be used for gathering information for the teacher evaluation should be mutually discussed and agreed upon.

Though research has repeatedly demonstrated the need for collegial pre-observation conferences, more than half of the teachers studied never or seldom experience a pre-observation conference prior to a classroom observation by their supervisor; nearly half of those who do experience such conferences reported that the objectives for the lesson to be observed are never or seldom discussed and that methods for gathering information to be used for the teacher evaluation are never or seldom discussed.

8. Following closely after each classroom observation for teacher evaluation purposes, a post-observation conference should be mandatory in which the objectives of the classroom observation and the classroom activities observed are collegially reviewed and

discussed, after which supervisor and teacher mutually plan ways to improve the teacher's classroom performance.

Though research has consistently shown the value of post-observation conferences following supervisory classroom observations for evaluation purposes, 15% of the teachers studied reported that they never experience a post-observation conference with their supervisor following a classroom observation. A sizeable number of those teachers who do experience post-observation conferences reported that the objectives for the lesson observed are never or seldom reviewed. Nearly one fourth of the teachers who experience post-observation conferences see little or no value in them as a means of achieving an improved educational program for their students.

9. Supervisors who evaluate teachers should spend the necessary time in classroom observation to obtain a valid sample of the teaching activities and to provide supportive feedback to the teacher afterward. In addition, efforts should be made to assist both teachers and supervisors in understanding and reconciling the discrepancy between teachers' perceptions of formal and informal supervisory behaviors, with respect to formal and informal evaluations.

More than two fifths of the teachers studied reported that their supervisor never or seldom spends sufficient time in classroom observation to obtain a valid sample of their teaching, and nearly one fourth indicated that they never or seldom receive supportive supervisory feedback after each observation. Yet three fourths of

the teachers reportedly receive a written evaluation following each classroom observation, and an even larger number (77%) reported receiving formal evaluations which are often or always acceptable to them; only 59% of the teachers reported receiving informal evaluations which are often or always acceptable to them.

10. More opportunities should be provided for teachers to observe other teachers teaching and for them to discuss the classroom activities observed in order to further their professional development.

Though research has shown the importance of observation of teachers teaching and of the exchange of ideas among teachers, and though more than half of the teachers studied prefer such opportunities often or always, nearly two thirds of the teachers indicated that they never or seldom have opportunities to observe other teachers teaching ($Z = 9.02$). In spite of this, one third of the teachers studied reported other teachers as their main motivators to try new teaching techniques.

This recommendation is made with full cognizance of the difficulties involved in providing such opportunities to teachers in bush schools, especially to those in the smallest schools. However, fine films are available which could be used in a collegial workshop situation by the supervisor and teacher. Also, at the time of teachers' conferences and other professional meetings, provisions could be made for teachers to observe other teachers in their schools in the city in which the meetings are held, a day before or after the meetings, or as workshops during the conferences.

11. Ways to encourage supervisors to motivate teachers to try new teaching techniques should be thoroughly explored and implemented.

Though research has shown that the primary supervisor has the greatest opportunities to influence teachers, the teachers in this study indicated that their primary supervisor rarely provides motivation for them to try new teaching techniques; only 7% named their supervisor as a main motivator, and nearly half indicated that their supervisor seldom or never motivates them to try new teaching techniques.

12. Current professional literature, including results of recent research, should be presented to each teacher and supervisor to a considerably greater extent than presently occurs.

Though approximately two thirds of the teachers studied prefer that their supervisor often or always encourages teachers to read current professional literature, nearly half indicated that they are never or seldom so encouraged ($Z = 7.46$). Though nearly one third of the teachers requested supervisory assistance regarding current professional literature, fewer than two thirds of the requesting teachers received adequate assistance.

Both literature and research findings could be presented to teachers and to supervisors in workshops in which discussion and collegial planning takes place in conjunction with the presentations. Teachers and supervisors should be additionally encouraged on a regular basis to peruse professional literature by their supervisors. For example: audio discussions could be held on a frequent, regular basis on topics with which teachers and

supervisors have been provided advance reading material. Additionally, when supervisors meet with individual teachers, or teacher groups, recently published educational topics could be brought into the discussions, providing incentive for teachers to become current and/or maintain currency.

13. The teachers' perceived inservice needs should receive primary consideration in the development of teacher inservice programs.

Research has consistently shown that people learn what they perceive as necessary or interesting. This study has shown that teachers in various stages of professional development and in schools of different sizes may require different inservice programs from those which their colleagues find valuable. For example: though about two fifths of the teachers studied had taught between 3 and 7 years, about two fifths of these teachers reported that the inservice programs provided them are never or seldom meaningful.

14. Demonstration lessons should be provided to teachers in Alaska's bush schools, either by the primary supervisor or by a designated master teacher on a regular basis. Such demonstrations should be followed up closely by a teacher-demonstrator discussion and planning period.

Though research has shown the value for teachers to observe demonstration lessons, the second largest discrepancy in this study concerned demonstration lessons ($Z = 9.02$). Most of the teachers reported that their supervisor never or seldom provides demonstration lessons for them to observe.

A video-tape of an actual lesson as it is presented by the classroom teacher being visited by the supervisor could be used as a variation. In either type of demonstration, the lesson could be video-taped and followed by a replay and collegial discussion and evaluation, together with mutual planning by teacher and supervisor for improvement.

15. Supervisors should make sure that all teachers are provided all of the information concerning professional development opportunities as it becomes available.

Nearly two fifths of the teachers studied reported that they never or seldom receive information concerning professional development opportunities from their supervisor ($Z = 8.55$); also, the newest teachers and those reporting the most teaching experience reported receiving considerably less information concerning these opportunities than did other teachers. Bulletins at regularly scheduled intervals through the audio network is one means which might be used to accomplish this.

16. Conflicting roles of the supervisor as teacher helper and as teacher evaluator for purposes of retention or promotion should be openly and frankly discussed with the teachers, with due consideration given to the perceptions of teachers in different stages of teaching experience.

Though research has shown the importance of frank, open discussion between the supervisor and teachers concerning the conflicting roles of supervisor as teacher helper and as teacher evaluator for purposes of retention or promotion, a sizeable majority

of the teachers studied reported that this never or seldom occurs (Z = 8.22). All first year teachers said this.

17. Timely notice of and opportunities for teachers to place items of interest to them on the agenda for every meeting which teachers are expected to attend should be insisted upon.

Approximately two thirds of the teachers studied indicated that they often or always receive timely notice of meetings they are expected to attend, but only two fifths often or always receive an agenda in advance of faculty meetings. More than one fifth reported that they never or seldom have opportunities to place items on the agenda.

18. Teachers should participate in decisions which directly affect them, their students, the effectiveness of the educational program, and the effective operation of the school to a considerably greater extent than presently occurs.

Research has shown that participation invites deeper involvement and commitment. In view of the high turnover of teachers and supervisors in Alaska's bush schools as noted in the review of the literature, increased participation should be investigated as a way to evoke a greater degree of teacher and supervisor commitment to the school. Only about half of the teachers studied reported that their supervisor is often or always receptive to their ideas concerning school operation (Z = 7.94), and considerably fewer than that indicated that their ideas are often or always used by their supervisor (Z = 7.46). Though most teachers studied prefer often or always to participate in preparation of the school calendar, fewer

than half reported this often or always occurs (Z = 7.40). Though more than half of the teachers prefer often or always to participate in preparation of the school budget, three fifths of them reported that they never or seldom do so (Z = 8.40). Though most teachers prefer often or always to help select textbooks and other materials for their classes, only four fifths indicated that they participate often or always (Z = 5.80). Though most teachers want often or always to participate in determining student discipline policy, only about half participate to this extent (Z = 6.47).

Even teachers new to a school should be able to select at least some of the materials they would like to use in their classrooms, especially items whose purchase could be postponed until after school has started for the year. In addition, since teachers are in the primary position of enforcing a student discipline policy, it is reasonable that they should participate in decisions concerning what that policy will be. Supervisors should be encouraged to listen to the teachers' ideas concerning school operation and weigh carefully the rationale presented by them when decisions concerning school operation are to be made.

19. Efforts should be made by supervisors to understand the immensity of the challenge of living and teaching in a culture different from one's own, one from which the teachers' familial and collegial support system may have been removed. The supervisor should provide the special assistance necessary to help teachers and on-site supervisors adjust to the cross-cultural situation.

20. Professional isolation should be recognized as a factor in dissatisfaction both of teachers and supervisors in the cross-cultural situation, especially in the smallest schools. Methods should be devised for returning these teachers and supervisors to the mainstream for intellectual mingling whenever possible. In the interim, however, greater use might be made of the audio network to enable teachers and supervisors to exchange ideas and build, or nourish, friendships.

Alaska's bush school teachers are usually ethnically and culturally different from the people of the villages in which they teach. As a result, many suffer from a continual cultural loneliness which, though it perhaps cannot be eliminated, can be alleviated by greater recognition, understanding, and assistance from the supervisor. Though a sizeable number of the teachers studied requested supervisory assistance concerning their cultural and/or social adjustment, a majority of the requesting teachers received little or no help. Others, especially teachers new to the village, requested information concerning clothing and recreation; most received no supervisory assistance.

21. Supervisors should seek assistance from the villagers and from the appropriate Alaska Native Associations in order to provide assistance to the teachers which will enable them to understand their students better.

Though nearly half of the teachers studied prefer supervisory assistance often or always to understand their students, more than half of the teachers indicated that their supervisor never or seldom

provides such assistance (Z = 7.69). Though most of the teachers prefer that their supervisor often or always understands the community in which the school is located, nearly half of the teachers indicated that this never or seldom is true (Z = 7.26). Nearly half of the teachers indicated that their supervisor never or seldom assists them in understanding the people of the community; and though nearly half of the teachers requested supervisory assistance regarding communiction with parents of their students, nearly half received little or no help.

The supervisor may be the only professional educator from whom bush teachers can obtain assistance in understanding their students and the people of the village. To better understand the villagers may entail a different type of interaction with knowledgeable persons in the community, with assistance from leaders in the Alaska Native Associations, than presently occurs.

22. Institutions which prepare students for careers as teachers or as teacher supervisors should provide courses which include methods for effective multiple class grouping, classroom organization to accommodate these multiple classes, and methods for effective multiple class instruction to a considerably greater extent than presently occurs.

Though a bush school teacher may find it necessary to plan lessons and units in all subjects for students in every stage of development from Kindergarten through Grade 12 or for some other multigrade combination, institutions that educate teachers do not address the problems of multiple class groupings, multiple grade

planning, and classroom organization for this type of instruction commonly found in the bush schools. Yet, most of the teachers studied indicated that their supervisor never or seldom helps them to plan lessons or units or even discusses their plans with them.

Two fifths of the teachers studied prefer occasional supervisory assistance in lesson and unit planning; approximately two thirds of the first year teachers said this. Though an impressive number of the teachers requested supervisory assistance concerning individualized instruction, multiple class grouping, classroom organization, and learning centers, a majority of the requesting teachers received little or no help.

23. Since the primary supervisor may be the only professional educator to whom a teacher in a small, isolated school can turn for assistance with multiple class grouping, classroom organization, learning centers, and individualized instruction, the supervisor should provide this help to the teachers. (See rationale above, number 22.)

24. Ways should be developed to screen potential supervisors for the educational initiative and interpersonal skills needed to work effectively in collegial teacher-supervisor relationships in Alaska's small, isolated schools.

This study showed that poor administration and dissatisfaction with the supervisor were two of the reasons most often named by teachers for leaving a former teaching position.

25. Teacher education institutions should emphasize the necessity for a collegial teacher-supervisor relationship in the schools and demonstrate methods for attaining and maintaining such a relationship.

Though research has shown the need for a collegial teacher-supervisor relationship, supervisors are not generally acting in ways which are collegial.

26. The screening procedure for hiring of teachers should include a careful matching of the teacher's certification to the specific teaching responsibilities of the position to be filled in order to make sure that teachers will be working primarily in their area(s) of certification.

Though the professional certification of teachers provides a means for hiring teachers whose education is directed to specific areas of teaching, this study showed that many teachers teach outside their area(s) of certification; 43% of the male teachers vs. 18% of the female teachers reported teaching outside their area(s) of certification.

27. Institutions which provide teacher education programs should instill in prospective supervisors and teachers the importance of understanding individual and group differences of teachers to perceptions of supervisory practices in the schools.

Though educational programs typically recognize individual and group differences among students, institutions which provide teacher education programs should instill in prospective supervisors and teachers the importance of understanding individual and group

differences of teachers to perceptions of supervisory practices in the schools.

28. Other studies should be conducted in order to develop a larger data base for supervision in small, isolated schools and in schools of different sizes.

29. Other studies should also be conducted to explore more thoroughly ways in which teacher needs change as they accumulate years of teaching experience in order to better respond to those needs though improved supervision.

GENERALIZABILITY OF THE STUDY

This study was conducted, first of all, because I have an affinity for small schools and small villages. Furthermore, in the villages and towns of this nation considerable cultural diversity thrives in spite of such homogenizing influences as television, radio, and automobiles. I believe that the preservation of cultural diversity is an insurance policy guarding America against a melding into mediocrity, protecting us from a tendency to singleness of thought, steering us from pat answers to complex problems.

As I worked on this study of perceived supervision in small, isolated schools, the question most often put to me was, "How can you

justify so much effort for 181 small schools?" This is a question which was anticipated, incidentally, before the study was started. First of all, I believe that any knowledge gathered which provides insight into any part of our world is ample justification for the effort expended. In addition, having taught in small, isolated Alaskan schools for 11 years, in other rural schools for 7 years, and for 8 years in urban schools, I feel that no group of people is so deserving of, or in need of, assistance as are bush teachers and supervisors. However, this study was not conducted exclusively to benefit teachers and supervisors in 181 small Alaskan bush schools.

There's more to my justification. John Donne once wrote, "No man is an island...." I would be the last to argue with his premise. However, I believe that the small rural communities of our country are virtually all islands which do not want to be bridged. They are cultural islands, each remote it its way, each contributing to our country's greatness in its own unique, stubborn way. These island inhabitants strenuously resist ideas that do not emerge from within the community itself, causing great difficulties for teachers and school supervisors who usually are not native to the community. Let me illustrate with a verse that came as I struggled to analyze the reams of data that coaxed the teachers out of their isolation to share their concerns.

To belong to Sugar Grove, be born there;
transplants rarely take.
To be a Sugargrover is generally not
a thing to be taught.
To belong is a right of lineage,
a family inheritance, a quality
absorbed early from the genes
of the town that allows it to take
only those wanderers who were birthed
in this farm town of one steeple.

I belong to Sugar Grove,
this hamlet hid in Pennsylvania hills.
The thought is a thrush
singing in my heart.
An exclusive club, you'd maybe call it.
Either you do or you don't; there's no
crashing in. Even teachers and preachers
are Foreign. They come and they go.

I put my clothes in the draw,
eat pie plant, fetch water, and
pick the pinies. I walk in the woods
among the piss-abeds and adder's tongues,
eat dinner at noon and supper at six
and never trust new folks.

I was digressing from the work when I wrote that. Who knows why thoughts stray? But mine drifted from the bush teachers in the study to the teachers I had known in the little community where I was born and grew up, in what researchers have since labeled Upper Appalachia. Most surely, I thought, I lived on a cultural island too.

To these numerous islands then, this study, in total or in part, should be generalizable; these cultural pockets in America where teachers and supervisors are the same as what we called them--Foreigners. Any way that we as educators can assist teachers and supervisors who take positions in these islands should ultimately benefit all of us.

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